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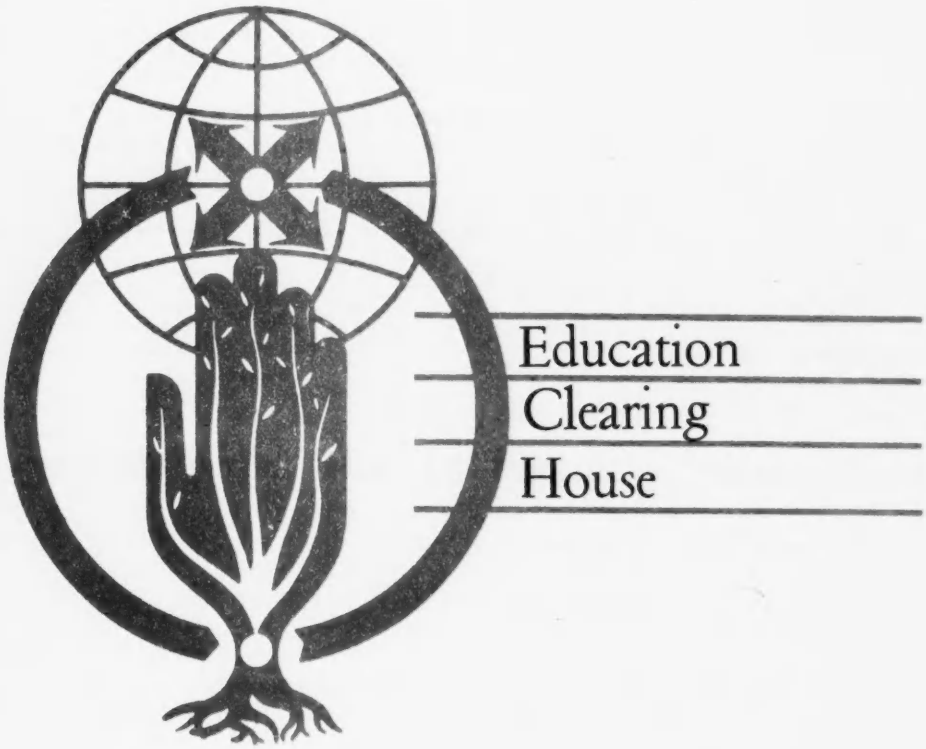

UNIV. OF MICH.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION - 19, AV. KLÉBER, PARIS XVIe

FOREWORD

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographic data is given for each item listed. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, text-books and other technical materials in the field of fundamental education for possible inclusion in the Abstracts. Critical comments and suggestions will also be most welcome as a means of improving our service.

S E C T I O N A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

1. Belshaw, H. *Social Welfare in Rural Communities.* Washington, D.C. : Food and Agriculture Organization, May, 1949. 31 pp. (Mimeographed). Gratis.

A practical discussion, by the Director of Rural Extension Services of the FAO, of approaches to rural reconstruction by self-help, centred around the family and kinship group, using local leaders and such village institutions as the community centre or co-operative society. Throughout the text illustrative references are made to significant rural welfare projects in various parts of the world.

2. Great Britain. Colonial Office. *The Colonial Territories, 1948-49.* London : H.M.S.O., 1949. 136 pp. 2s. 6d.

This annual report on developments in the Colonies gives first a survey from the official angle of the British territories generally, followed by more detailed chapters on political and constitutional progress, economic development, finance, social services including education, research and surveys, and such international aspects as co-operation with other Colonial Powers and United Nations' activities.

3. International Bureau of Education, Geneva. *The Teaching of Reading.* (Publication No. 113). Geneva: I.B.E., 1949. 137 pp. $1.25 or Frs. 425 or 6s. (Text available separately also in French).

This report, based on information furnished by the Ministries of Education in 45 countries in response to a questionnaire, surveys the position of reading in the school curricula of the various countries, the methods and materials used, and the work done in the teaching of reading to adult illiterates.

4. Unesco. *U.N. Tackles the Problems,* "Food and People Series, No. 4". Bureau of current Affairs, 117 Piccadilly, London, W.1. 6th August, 1949. 19 pp. 9d.

This is the fourth of a series of pamphlets on the world problem of "Food and People" which Unesco is sponsoring as a major public affairs discussion topic for 1949. In brief, readable style this pamphlet outlines the plans and accomplishments of the United Nations, and of the Specialized Agencies (particularly the Food and Agricultural Organization) for overcoming the problem of world food shortages through practical programmes of action, research and education. The full series will consist of five pamphlets (the last of which will appear in September) and three longer "Background Handbooks" (available in September or October).

5. United Nations. Department of Public Information. *The United Nations and Adult Education.* Lake Success, N.Y.: May 1949. 33 pp. Gratis. (Available soon also in French).

The purpose of this booklet is to provide adult educators with suggestions and sources of materials useful in teaching the United Nations and the specialized agencies. Annotated lists of materials describe documents and publications; posters, charts and photospreads; films; filmstrips; radio broadcasts and special services, including more than 200 voluntary correspondent speakers units in 42 countries.

AFRICA

6. Lewis, L. J. *Equipping Africa :* Educational development in British Colonial Africa. (Education Overseas, No. 2) London : Edinburgh House Press, 1948, 42 pp. 1s.

A brief general survey of education in British Colonial Africa which includes discussion of the patterns of administrative organization, types of schools in operation, provision for vocational and specialized training, and mission participation.

NORTHERN RHODESIA

7. Hay, Hope. "Mass Literacy in Northern Rhodesia". *Quarterly Bulletin of Fundamental Education,* vol. 1, no. 3, pp. 11-17 (July, 1949). Paris : Unesco. Quarterly 20 cents, or 1s. or 50 frs. (Published separately also in French and Spanish).

Describes the adult literacy experiment at Mindolo begun in January 1945. Instruction is in the vernacular, using specially developed texts. The individual method of learning with the help of an unpaid volunteer teacher is stressed. The author was responsible for initiating the project, further details of which may be found in her earlier report entitled : *Northern Rhodesia Learns to Read,* London : Edinburgh House Press, 1947, 29 pp., 9d.

TANGANYIKA

8. Mundy, E.M. "The Government Teacher Training Centre, Mwanza, Tanganyika", *Oversea Education,* vol. 20, no. 3, pp. 872-876 (April, 1949). London : H.M.S.O. Quarterly. Yearly subscription 5s. , single issues, 1s. 3d.

Short account of the organization and curriculum of the Government school at Bwiru where African teachers are trained for work in Swahili-speaking primary schools.

ASIA

9. Great Britain. Colonial Office. *British Dependencies in the Far East,* 1945-1949. (Command Paper 7709) London : H.M.S.O., 1949, 87 pp. 2s.

"This report is the first of a series in which it is hoped to place before Parliament each year an account of the affairs of one of the main regions of the Colonial Empire during the preceding four or five years... The Far Eastern dependencies have been chosen as the subject of the first regional report principally because of the complex problems that have had to be faced as a result of the Japanese occupation." (Foreword). Educational developments are reviewed briefly, pp. 42-50.

BRAZIL

10. Dantas, Raymundo Souza. *Um Começo de Vida.* (One Life's Beginning). Rio de Janeiro :

Campanha de Educão de Adultos, Ministério da Educação e Saúde, 1949. 92 pp. Gratis.

A short autobiography brought out in clear readable format as the first volume of a popular library to be distributed to newly-literates. The author came from a poor family and had to start work at the age of ten. With great determination he fought for an education, but did not learn to read and write till he was past sixteen. A succession of jobs with printers and publishers gave him an apprenticeship to the writer's trade, and he has now won himself a position in Brazilian literary circles as a novelist and journalist. The book is more than a record of how an illiterate man became literate ; it shows also how learning to read and write has brought the author into close touch with his country and his people - their political and social problems and needs.

INDIA

11. Kapadia, B. M. "Adult Education Campaign in Bombay City", *Quarterly Bulletin of Fundamental Education* vol. 1. no. 3, pp. 3 - 10. (July 1949). Paris : Unesco. Quarterly : 20 cents, or 1s., or 50 fr. (Published separately also in French and Spanish).

Describes the methods used and results achieved in the large-scale programme of social education for adults conducted by the Bombay City Adult Education Committee. From its beginning in 1939 to March 1949, 165,000 adults have been made literate, including nearly 31,000 women, while training has also been given in citizenship, health, co-operation and related topics. Educational film showings, the production of cheap and useful literature in the vernacular languages and circulating libraries are other features of the campaign. The author is Special Literacy Officer and Secretary to the Committee.

12. Madras Province (India). Department of Public Instruction. *Basic Education in Madras Province (1938/48).* Madras : The Department, 1949. 24 pp. (No price given).

A review of the origin of "Basic Education" at Wardha in 1937 and of its steady growth in Madras. The province now has 18 Basic Training Schools for preparing teachers and a brief account is given of their work. The number of Basic Schools increases in proportion as teachers become available, but the main effort is still devoted to teacher-training ; e.g. in December 1948 there were 1545 student teachers and 5490 pupils. Short notes are given on the self-sufficiency aspect of the scheme and some of the underlying principles.

13. —— —— *Report on Public Instruction in the Madras Presidency for 1946/47 ...* (and) *1947/48* . Madras : Government Press, 1948-49. 2 vols, 1 Re., 6 annas.

These two reports give a full description of all phases of education during the period covered. Particular importance is attached to the steady growth of compulsory elementary schooling. Beside the large number of primary schools and pupils the proportion of Basic Schools appears insignificant but this experiment is providing the whole system with new purpose and vigour.

14. —— —— *Education Reorganization Schemes.* Madras: The Department, 1949. 41 pp. 6 annas.

This publication provides a summary of Government action in regard to Basic Education as it affects teachers, secondary, technical, college and adult education. The full texts of the Government Orders relating to the reorganization are given in appendices.

15. *New Education.* Vol. 1, No. 1, June 1949. Issued quarterly, under the authority of the Director of Public Instruction, Madras Province, by the Lady Willingdon Training College, Madras, India. Annual subscription Rs. 4 ; single copies Re. 1.

A new quarterly teachers' journal which stresses the theory and the practical experiments of the "New Education" movement in India. Several general articles are devoted to basic education in the primary school and the training college ; to art and to spinning as means of education. Shorter notes deal with classroom experiments and with official developments in Madras.

16. Nilakantam, T. V. *Guide Book on Citizenship Activity in Schools.* Madras : Department of Public Instruction, 1948. 51 pp. R.e. 1.

A manual which combines the ideas of scouting and self-government by pupils in a set of practical suggestions for the teacher. The development of character and of a spirit of social service is one of the cornerstones of the Basic Education now adopted throughout the province. Both classroom and out-of-school activities are described. In appendices the book gives a minimum list of equipment, a selected reading list and a draft syllabus for the different seasons of the year.

17. Roy, A. G. Vilva. *Adult Education : Bulletin No. 1 : A Hand-book to Student Volunteers.* Madras: Department of Public Instruction, 1948. 32 pp. 8 Annas.

A small manual containing "hints and suggestions for the adult education worker who is not fully trained for the work". The volunteer teacher is given advice on teaching Tamil and Telugu to adult illiterates ; on the use of wall newspapers and other aids ; on literature and follow-up work. The appendices list useful books and the places and people who may be able to assist a project in fundamental education.

ITALY

18. Italia. Ministero della Pubblica Istruzione. *L'Educazione Popolare in Italia.* Roma : Instituto Poligrafico dello Stato, 1948. 32 pp. Gratis.

The first Italian national congress on 'popular education' took place in May 1948. This booklet was issued beforehand to clarify the problems and to provide definitions of the terms used. From the latter point of view it serves admirably as a glossary to bridge the Romance and the Anglo-American usage. 'Educazione Popolare' is an integrative concept covering both formal compulsory education and adult education : it is the sum total of educational forces and agencies in Society, the means by which 'cultura popolare' is perpetuated. The State - and the educator - will be concerned with 'educazione di base', fundamental education, the prerogative of every citizen. Fundamental education is a part of all schooling and after school age it makes up the broad socio-economic content of adult education (literacy, the basic skills for earning a living, family life, citizenship).

As the Italian campaign for 'popular education' gains weight this clear setting out of the aims of the movement will become increasingly important.

19. Italia. Ministero della Pubblica Istruzione. *Atti del Primo Congresso Nazionale dell'Educazione Popolare : 2-5 Maggio 1948.* Commissione d'Inchiesta per la Riforma della Scuola. Corso Vitt. Emanuele 116, Roma. 1948. 112 pp. (No price given).

The official report of the proceedings of the Italian Congress which brought together all the State and voluntary organizations concerned with adult and fundamental education. The book gives a comprehensive picture of work now in progress (the U.I.C.P. in Milan, literacy surveys in the south, the experimental "scuola popolare", the rôle of libraries, of universities, and so on) and outlines the plans adopted for future action.

SCANDINAVIA

20. Lund, Ragnar, ed. *Scandinavian Adult Education :* Denmark, Finland, Norway, Sweden. Copenhagen : Det danske Forlag, 1949. 303 pp.

This book, which describes in careful detail the work of adult education in the Scandinavian countries, was prepared for the Unesco Adult Education Conference held at Elsinore in June, 1949. It is divided into four chapters written by the following contributors : Denmark : Johannes Novrup ; Finland : Viljo Kosonen ; Norway : Jon Mathisen ; Sweden : Ragnar Lund and Harry Ohlsson.

DENMARK

21. Begtrup, Holger and others. *The Folk High Schools of Denmark and the Development of a Farming Community,* 4th ed. London : Oxford University Press; Copenhagen : Nordisk Forlag Nyt, 1949. 163 pp. Kr. 6,75.

A readable survey of the history, aims, methods, and accomplishments of the Danish Folk High

Schools which presents consideration of their influence on rural social organization, on practical advances in agriculture, and on the political and cultural development of Denmark since their establishment in 1864 to the present time.

UNITED STATES

22. Association for Supervision and Curriculum Development of the NEA. *Large was Our Bounty.:* Natural Resources and the Schools. 1948 Yearbook. Washington, D.C. : National Education Association, 1948. 215 pp. illus. $2.50.

This book, written for teachers and school administrators, stresses the responsibility of the community school to provide immediate, practical instruction to children, youth and adults in the intelligent management and use of natural resources. Guiding principles of conservation are given, followed by detailed descriptions of effective school-community programmes of resource use education now in operation in different parts of the United States. The final chapter suggests lines for future action and lists federal, state and local agencies which can provide a variety of instructional material and expert assistance.

23. Vance, Rupert C. and others. *Exploring the South.* Chapel Hill : University of North Carolina Press, 1949. 404 pp. illus. $3.50.

The basic facts about the Southern Region of the United States, based on the results of the research done by specialists during the last 25 years, are here set down in simple language and readable style with maps, charts, photographs and questions that help to illuminate the text. Written primarily for young Southerners, the purpose of the book is to show how schools can work with other community agencies to "develop our resources and build a new and better South".

S E C T I O N B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

FILMS AND FILMSTRIPS

24. *Filmstrip Guide.* H.W. Wilson Co., 950 University Ave., New-York 22. Yearly subscription

$3.00, including bound volume and 10 monthly issues.

A comprehensive annotated bibliography by title and subject of current filmstrips, both silent and sound, which began publication with its first annual volume in September 1948. Kept up to date by monthly supplements, except during July and August, and an annually revised cumulated volume. Full information is included : number of frames, color, series, release date, description of contents, source of issue and price.

25. Food and Agriculture Organization. F.A.O. filmstrips. Available from FAO Information Division, 1201 Connecticut Avenue, N.W., Washington, D.C. and FAO Regional Offices. $2.00 each. Titles are :

Balancing Food and People : (Scripts in English, French, Spanish, and Chinese.)

FAO in Asia : (Scripts in English, French, Spanish.)

Rice and Health : (Scripts in English, French.)

Thieves of Stored Grain : (Scripts in English, French, Spanish.)

26. Food and Agriculture Organization. *FAO in Films,* March - April, 1949. FAO Information Division, 1201 Connecticut Avenue, N.W. Washington, D.C., and FAO Regional Offices. 8 pp. Gratis.

An annotated descriptive list of films, both 16 mm. and 35 mm., issued in the FAO's fields of activity which includes films produced by government agencies and private companies in several countries as well as by the United Nations and the FAO. Sources from which the films may be obtained are given on page 8.

27. Maddison, John. "Le cinéma et l'information mentale des peuples primitifs." *Revue Internationale de Filmologie,* Tome 1, No. 3-4, pp. 305-310 (Octobre, 1948). Frs 600 per year; single issues Frs. 300. Quarterly.

A brief account of the problems faced and the work done by the British Government's Colonial Film in Africa since its establishment in 1939.

28. National Committee for Visual Aids in Education. *Planning a Visual Education Policy.* The Committee, 79, Wimpole St., London, W.1. 1949. 43 pp. 1s. 6d.

This 1948 annual report gives a detailed picture of the Committee's work by reviewing its various functions and the progress made in carrying them out during the past year. Although the Committee's operations are confined to England and Wales, its sensible planning approach is of general interest and applicability. Recommendations for action include the compilation of a national catalogue of films and filmstrips useful for teaching purposes, the establishment of a central and local visual aids libraries, and the sharing of equipment by means of mobile film units if apparatus is not available otherwise.

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